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THIS WEEK'S FORUM: PAGE 21

EDUCATION WEEK

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Lawmakers Adopt Income-Tax Credits For Tuition in Iowa

Hailed as Major Victory For Private Education

By Kirsten Goldberg

Iowa lawmakers—in a major victory for supporters of private education—passed legislation last week that will provide families with income-tax credits and deductions for private- or public-school expenses.

The move, which escaped the attention of most national education groups and leaders, will make Iowa only the second state to adopt such a law. Gov. Terry Branstad, who supported the bill, is expected to sign it this week.

The measure is patterned on Minnesota's program of tax deductions for tuition and other expenses at private and public schools. The U.S. Supreme Court upheld the constitutionality of that program in a landmark ruling in 1983.

Spokesmen for national organizations that oppose state aid to private and church-affiliated schools immediately attacked the Iowa measure and threatened to challenge it in court. Supporters of such aid, meanwhile, applauded the state's lawmakers for backing the concept of greater parental choice in education.

And in Iowa, members of a coalition of groups that fought against the proposal leveled harsh criticism against the state's National Education Association affiliate, which they claim backed out of the battle at a crucial point. The teachers' group was chided for supposedly diverting its lobbying efforts to win passage of a bill to raise teacher salaries.

Under the new program, Iowa parents will be allowed to claim an income-tax credit of 5 percent on the first $1,000 spent, per child, for tuition and textbook fees in a private or public school—in effect, up to $50 per child.

Or, if the parents itemize their income-tax deductions, they could deduct from

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Carnegie Unveils Makeup of National Teacher Board

By Lynn Olson

See related stories, Pages 14 & 15

SAN DIEGO—In what most observers see as a major step toward making teaching a full-fledged profession, the Carnegie Forum on Education and the Economy last week announced the establishment of the National Board for Professional Teaching Standards Inc., a majority of whose members will be teachers.

According to its by-laws and certificate of incorporation, the new nonprofit organization will issue certificates to teachers who demonstrate that they meet prescribed standards measuring knowledge and ability.

Marc S. Tucker, executive director of the forum, emphasized, however, that it will probably be three to five years before any teacher will be tested and receive a certificate.

The creation of such a board was a cornerstone of the forum's May 1986 report on restructuring American schools, *A Nation Prepared: Teachers for the 21st Century.*

The announcement here, at the forum's second annual meeting, is the culmination of eight months of work by a 33-member planning group.

Also at the meeting, officials of the forum announced the creation of a compact between California and Connecticut to develop assessments for teacher licensure, and the establishment of a coalition of university presidents to press for school reforms and improvements in the teaching profession.

Although observers last week hailed

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BERYL GOLDBERG

Two-thirds of all high-school students work part-time, researchers say.

More and More Students Are Juggling Conflicting Demands of School, Work

By Debra Viadero

Seventeen-year-old Eric Spencer spends more time at his after-school job than he does in school.

Earning $4 an hour, the Kensington, Md., high-school senior works up to 39 hours a week in a fast-food restaurant, handling everything from the cash register and grill to the floor mop.

He uses his substantial earnings, he says, to buy "things"—the various commodities his friends have, and stores in the swank shopping mall where he works display in their windows.

But the price, he adds, includes exhaustion. Falling asleep in class has become a frequent occurrence.

Eric's "get up and go" might once have been admired as a useful adjunct to his education. A little work, the popular wisdom held, could teach young people the "the value of a dollar."

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Report Urges Schools To Think Globally In Changing World

By Robert Rothman

In recommendations praised by Secretary of State George P. Shultz—and characterized as "wishy washy" by Secretary of Education William J. Bennett—a major study released last week urges schools to "keep up with a changing world" by giving coursework across the curriculum a global perspective.

"The world has changed faster than the content of schools," said Clark Kerr, president emeritus of the University of California and chairman of the Study Commission on Global Education, which prepared the report. "We are asking for a catch-up process."

Such an effort is timely, added Willard Kniep, the project's co-director, because the class entering kindergarten next September will graduate from high school in 2001.

"The 21st century is entering the school door this fall," he said.

To help the United States prepare for its future, the report says, schools must develop students' understanding of the world as a series of interrelated systems, provide more training in policy analysis, and devote greater attention to cultural diversity and the development of world civilizations.

The report stops short, however, of calling for specific new courses in global affairs.

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'Affinity' Credit Cards: New Revenue Source for Public School District

By Ellen Flax

Public-school officials in Volusia County, Fla., have tapped in to what fund raisers in other nonprofit domains are finding to be a lucrative source of new revenue: so-called "affinity" credit cards.

When parents or supporters of the school system make purchases with a special Visa card, a percentage of the transaction will be donated to a local business-education alliance, which will then distribute the funds to the schools.

And because credit-card use is so widespread, school officials say, the agreement reached this month between Futures Inc. and First Florida Banks Inc. in Tampa may offer a simple—and painless—way of producing much-needed new funding for

school improvements.

"If everything else is equal," said Jim Surratt, the district's superintendent, "why not use a card that supports the public schools?"

While Volusia County is believed to be the first school system to benefit from "affinity" credit cards, the concept is not new. Nationwide, hundreds of organizations—from the Sierra Club to Continental Airlines—are netting profits from similar credit-card arrangements.

For nonprofit groups, affinity cards represent a new avenue of fund raising. For corporations, the special charge plates are proving to be an effective marketing ploy.

Typically, the organization receives a fee for allowing its name or logo to be embossed on the card. In many cases, the group also receives an amount equal to a percentage of the purchases made with the card, or a fee for each special card ordered or renewed. In return, the bank has a new source of potential credit-card customers.

The consumer, meanwhile, gets to sup-

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Also in the news

5 Remodeled State Reading Tests To Reflect Advances in Field
Illinois and Michigan are developing reading exams focused more on comprehension than skills.

11 Congressional Hurdles Await Civil-Rights 'Restoration' Bill
Legislation to extend enforcement of Title IX may pass one Senate test this week, but others are ahead.

11 A Primer on School Excellence: How E.D. Forms Its Honor Roll
Those selected for the school-recognition program survive a complicated assessment.

IN SUMMARY

Reform Plans in Boston
The superintendent of the Boston school system has unveiled the major elements of a comprehensive reform plan that would increase parental choice and aid "at risk" students. **Story on Page 8.**

Reassignments in Little Rock
A federal judge has ordered the Little Rock, Ark., school district to reduce the number of teacher reassignments planned for this fall under a controversial desegregation plan. **Story on Page 9.**

A Right to Read Shakespeare?
Access to works by Shakespeare, Dickens, and Sophocles is at issue in a federal suit filed in Florida that pits a school board's power to make curricular decisions against students' and teachers' right to free expression of ideas. **Story on Page 9.**

A 'National Tragedy'
Citing inaction by many school districts on the "national tragedy" of teen-age suicide, members of Congress are advocating bills that would boost school-based efforts to reduce the problem. **Story on Page 11.**

A Profile of the Homeless
Families with children constitute more than one-third of the homeless population in 29 major cities, according to a new survey released by the U.S. Conference of Mayors. **Story on Page 12.**

Collaborating on Testing
In a project paralleling the work of the new national board on teaching standards, California and Connecticut have agreed to collaborate in the creation of teacher-licensure tests. **Story on Page 15.**

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THE WEEK

NATIONAL

New Group Will Insure Independent Schools

A group of officials from colleges and independent schools has formed a corporation to provide educational institutions with liability-insurance coverage unavailable in the commercial market.

The Vermont-based United Educators Insurance Risk Retention Group Inc., which began operation this month, is one of the first enterprises formed under the federal Risk Retention Act of 1986. The legislation allows organizations to establish so-called risk-retention groups, which offer special-purpose liability-insurance coverage and are owned solely by their policyholders, across state lines.

The new corporation will offer supplemental liability coverage, for institutions with existing policies of $1 million or more, and legal-liability coverage for some 4,000 nonprofit colleges, universities, independent schools, and education-related associations.

It will insure against certain risks that many policies may not cover, such as damages incurred as a result of athletic injuries, sexual abuse, and sudden and accidental pollution.

The group will not insure against asbestos-related damages or medical malpractice.

Thomas J. Teague, president of the Louisiana Association of Independent Colleges and Universities, has been named executive director of the group. Other members of the board of directors include John W. Chandler, president of the Association of American Colleges, James F. Gollatscheck, executive vice president of the American Association of Community and Junior Colleges, and James G. Martin, vice president for finance and management of the Detroit Country Day School.

STATES

California Issues Tally Of Crime in Schools

More than 162,700 incidents of crime and violence occurred last year in California's public schools, according to the state's first legislatively mandated tally of such statistics.

State education officials cautioned, however, that, because some school districts "deliberately underreported" the crime that took place on their campuses, the actual number of occurrences may have been much higher.

The report, released this month, is the first to be completed under a 1984 state law that took effect in the 1985-86 school year. It requires school districts to report every six months to the department of education all crimes occurring on school grounds.

The law is one of several measures adopted by the legislature to help schools comply with the state's unique "safe schools" constitutional amendment, passed in 1982. Under the amendment, school districts are responsible for ensuring that students have a "safe, secure, and peaceful" campus environment.

More than 96 percent of the state's 1,026 districts complied with the reporting requirement, the report says.

Almost half of the reported incidents during the 1985-86 school year—74,700—were crimes against property. Districts reported losing more than $23.3 million as a result of such theft and vandalism.

Assaults on students, school personnel, or others accounted for 60,270 of the total. And the remaining 27,000 crimes, characterized by state school officials as "victimless," included drug use, drug sales, and possession of weapons.

Teen-Age Birth Rate Seen Rising in California

The number of adolescent mothers in California is expected to grow by nearly 60 percent in the next five years, with the fastest rate of increase occurring among girls between the ages of 10 and 14, a new report concludes.

The trend is expected to further burden programs that help teen-age parents remain in school through graduation, notes the report by Policy Analysis for California Education, a research group based at the University of California at Berkeley.

Only 12 percent of the state's 157,000 mothers age 18 and younger were enrolled in such programs in 1985, the study found. Programs for teen-age mothers now cost between $5,000 and $8,000 per student, and the researchers estimate that the total annual cost statewide will reach $695 million to $1.1 billion in five years.

The study found that, although the state's birth rate for girls 15 and older has dropped dramatically since 1970, the rate for girls 10 to 14 has increased steadily during the same period. It projects that the total number of adolescent mothers will reach 252,000 by 1992.

The California Senate's office of research commissioned the PACE report as part of a study of pregnancy and the dropout problem.

Mass. Panel on Youth Urges Added Services

Massachusetts must strengthen its support services for children and families to reverse an "alarming" growth in the number of youths who become truants, dropouts, or runaways, a legislative commission has concluded.

"A higher proportion of kids come to school with social problems," said Representative Barbara A. Hildt, chairman of the legislature's commission on children in need of services, which issued its interim report at a public hearing late last month. "Until we address their needs, we are going to continue to see these problems."

Ms. Hildt noted that the state's courts have reported a 25 percent increase in the number of "troubled" children since 1984. These children are susceptible to drug and alcohol abuse, prostitution, and disease, she said.

The commission's recommendations include the establishment of school-based centers for health and counseling services and provision by the state of after-school programs, alternative-education programs, and mediation services for families.

"The primary goal has to be early intervention," Representative Hildt said. "If we work with the schools, we can help teachers and parents deal with problems early on. Once children have left home or school, they are adrift."

The commission will issue its final report in the fall.

DISTRICTS

Md. County Integration Goals Unmet, Court Told

Lawyers for black families in Prince George's County, Md., told a federal district judge last week that local school officials have failed to live up to a pledge in a court-approved desegregation plan to reduce class sizes in 14 predominantly black schools.

In papers filed in federal district court in Baltimore, the county branch of the National Association for the Advancement of Colored People charged that, in some cases, pupil-teacher ratios at the schools exceed 27 to 1, compared with the 20-to-1 ratio that county school officials agreed to in the 1985 desegregation plan.

Under the plan, the suburban Washington school district was permitted to achieve integration through the use of 29 magnet schools and was required to lower class sizes and to provide compensatory services to students in the predominantly black schools.

Richard Steve Brown, executive secretary of the county branch of the N.A.A.C.P., said the disagreement centers on the method used by Prince George's officials for computing pupil-teacher ratios at the largely black schools. He charged that the officials have violated the court-approved plan by including five or six

Continued from Preceding Page

planning group, he added, consciously designed the board so that teacher-educators would likely compose a substantial number of its members.

Board Nominees

To be elected to the board, individuals will first have to be nominated by a nominating committee, consisting of six or more board members.

The committee will solicit nomination suggestions from a variety of sources, in accordance with yet-to-be-developed guidelines, but it will not be bound by those suggestions.

According to the by-laws, the overall slate of nominees must be "reasonably balanced" with respect to race and ethnicity; gender; region of the country; and concern for and experience with urban, suburban, and rural schools.

In addition, the nominees for teaching-professional seats must be balanced among those with concern for and experience in elementary and secondary schools, instruction in the various disciplinary and specialty areas, and organizational affiliation.

After at least 5,000 people have been board-certified, a process will begin for phasing in the election of teaching-professional members by certified teachers, using a mail ballot.

Members elected in this manner will not have to fall into the "one-third, one-third, one-third" configuration required of teaching-professional members in the first few years of the board's existence.

Board members will be elected for three-year terms, and cannot serve for more than two consecutive full terms. Members who have served two consecutive terms cannot be elected again until two years have elapsed since the end of their prior service.

Funding

Eventually, the board will be financed by applicant fees. Millions of dollars, however, will be required in the first few years before that revenue is available.

David A. Hamburg, president of the Carnegie Corporation of New York—which created and supports the work of the Carnegie forum—said that no single institution could or should pay for the board.

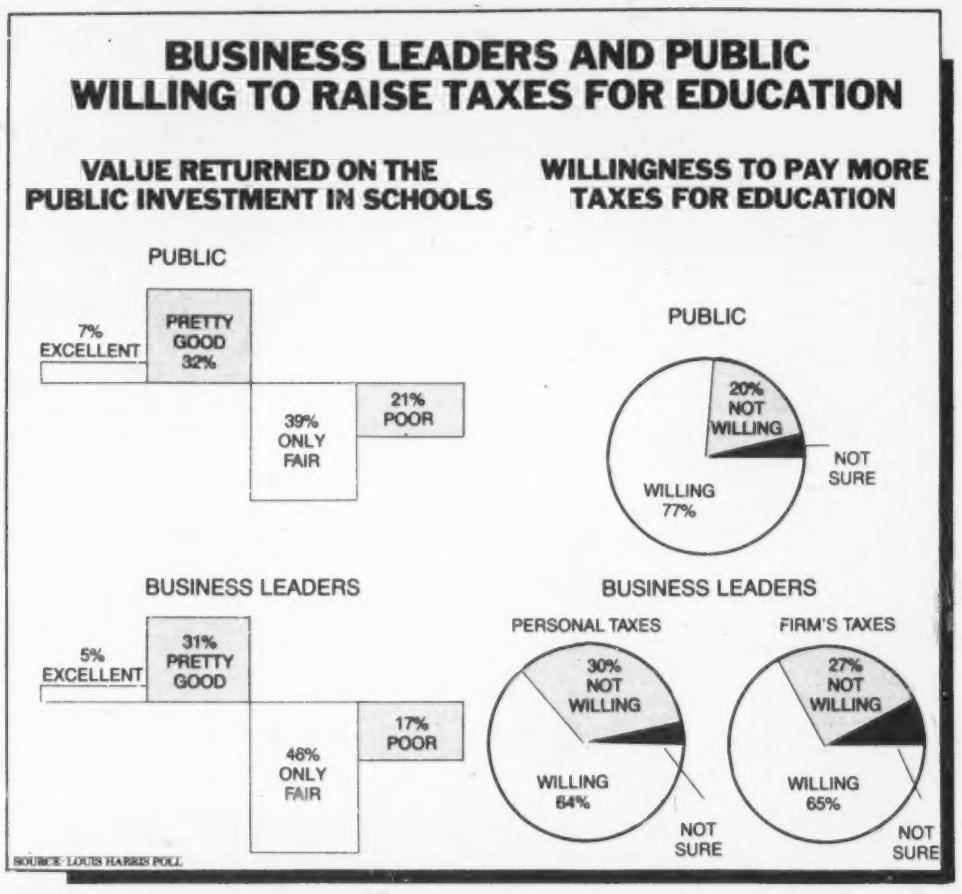
But, he added, the "Carnegie Corporation stands ready to play its part in assuring that this enterprise succeeds."

According to Avery Russell, director of publications for the corporation, Carnegie's board of directors next month will consider a one-year, $1-million grant for development of the board. Mr. Hamburg will also recommend that the corporation consider making annual $1-million contributions to the board for up to five years.

At its June meeting, the Carnegie board will also consider a follow-up, two-year grant of $1.3 million to Lee S. Shulman, the professor of education at Stanford University who has been working to develop a prototype of the kinds of assessments a national board might use to certify teachers.

Mr. Shanker said he was concerned about maintaining momentum in the years between the board's creation and the award of the first certificates. "I hope there are some things that we can do that will be faster than that," he said.

"When the board meets, I'm sure there will be some discussions about how to get these things on the road as fast as possible, but with integrity," he stated. "I wouldn't want to rush it so fast that it falls on its face."



These charts were released last week as part of a poll by Louis Harris and Associates at the second annual meeting of the Carnegie Forum on Education and the Economy. The poll was conducted for the forum to determine how the American public and leading business executives feel about the issues addressed in "A Nation Prepared: Teachers for the 21st Century," the report of the Carnegie Task Force on Teaching as a Profession. Among its findings, the poll reported that 87 percent of the public and 70 percent of business leaders support the creation of a national certification board for teachers. The poll surveyed 1,513 adults and 202 executives from the Business Week list of 1,000 top corporations. The poll was conducted from June 25 to June 30, 1986.

Plan To Develop Teacher-Licensure Tests Unveiled

By Lynn Olson

San Diego—California and Connecticut have agreed to work together to create teacher-licensure tests that will measure how well beginning teachers can practice what they know about teaching in their subject area.

Bill Honig, state superintendent of California, and Gerald N. Tirozzi, state superintendent of Connecticut, announced plans to develop the tests here last week. The project will parallel work to create examinations for use by the new national teacher-certification board.

The two state schools chiefs spoke at a meeting of the Carnegie Forum on Education and the Economy, which has been working for the past year to create the national board.

Teachers would volunteer to become board-certified, based in part on their performance on a new generation of tests—assessments that go beyond traditional paper-and-pencil exams to measure performance on simulated classroom tasks.

Although the tests to be developed by California and Connecticut would be used for licensure, the two states plan to work in cooperation with Lee S. Shulman, professor of education at Stanford University, who has been creating prototypes for the national assessments.

'Living Laboratory'

Mr. Tirozzi said, "While I support most of the efforts moving on a national basis—the national standards board, national testing, national certification—the catalyst for all of these efforts has to come from a number of individual states."

"I don't think Lee Shulman or anyone wants to develop these prototypes in a vacuum," he said. "They need areas where they can experiment, develop, and initiate. We become a living laboratory, if you wish."

Last year, Connecticut passed legislation that provided some $300 million over three years for teacher compensation, certification, induction, and career development. As part of that reform package, the state was to have new tests in place in all 25 areas of teacher licensure by 1990.

Teacher-reform legislation pending in California also includes improvements in teacher licensure and in the assessment of candidates' instructional skills and knowledge.

"California and Connecticut recognize that a partnership between the two states can significantly enhance development work for the creation of innovative state-assessment approaches," Mr. Honig said.

The establishment of an interstate collaborative effort, he added, will allow the two states "to share the costs and benefits of research and development."

Connecticut has already spent some $40,000 developing prototypes for the new tests, and plans to spend more than $1 million in the next year.

In California, funding for the effort is currently under consideration by the legislature, according to Laura A. Wagner, special-projects manager in the state department of education.

In addition, the National Governors' Association has provided $50,500 to enable the two states to create a liaison position at Stanford University. The person who fills the post will work in collaboration with Mr. Shulman and others on state and national research efforts.

Narrow Scope

According to Pascal D. Forgione Jr., chief of the office of research and evaluation in the Connecticut Department of Education, "Current teacher tests have been very narrow in their scope, have been very limited in the approaches that they've used . . . and have had no relationship to [teacher] effectiveness."

The new exams will attempt to correct these deficiencies by assessing both teachers' understanding of their subjects and their ability to teach them.

According to Ms. Wagner, the performance assessments should reflect the "newest thinking" about the knowledge base for teaching.

"Increasingly," she said, "we've come to recognize that there is a subject-specific context within which a teacher teaches."

"Mathematics teaching, and the way math is organized in terms of the curriculum, is substantially different from what happens in an English/language arts program."

Ms. Wagner said that "California is just getting off the ground in terms of developing strategies for candidate-based assessments."

"Right now we're still at the talking stage," she said.

For the past year, Connecticut has been working on "semi-structured interviews" to evaluate beginning teachers.

The interviews are currently being field-tested with high-school mathematics teachers. Additional development work is under way in six other subjects.

Using the interviews, experts are expected to probe teachers' knowledge through a series of questions, such as how they would sequence a lesson; use the same textbook to teach different groups of students; or identify an error in a student's work and help him understand it.

"It's really an attempt to combine the art and science of teaching," said Mr. Tirozzi.

He added that "California's large and diverse population gives Connecticut researchers opportunities they lack in their home state, including a large pool of minority teachers in urban and rural areas."

Potentially, he said, each state would develop a certain number of tests, which they could share.

Mr. Forgione predicted that other states might join the research effort. "If we can build a consortium . . . we can strengthen the resource pool that will allow us to continue what's going to be very expensive and time-consuming work," he said.

State Responsibility

According to Mr. Forgione, testing advances by the national board and by the states can build on each other.

"States," he noted, "have the responsibility to give the initial license," and cannot abandon that prerogative.

Eventually, said Ms. Wagner, Carnegie officials may hope that some states will make board certification a requirement for licensure. "But in the short term, we will continue to have the 50 state-licensure systems," she said. That makes it important, she argued, to integrate reforms in teacher licensure with the work of the national board.

Both she and Mr. Forgione said they expected their own assessments to be developed in a shorter time period than those of the national board.

Mr. Forgione added that board certification may be more appropriate for teachers with at least three to five years of experience rather than for those new to the profession.

Multi-Tiered Effort

In Connecticut, the semi-structured interviews will be only one part of a multi-tiered assessment and induction program for beginning teachers.

Prospective teachers must pass both a basic-skills test and a subject-matter test in their speciality before receiving an initial certificate.

During their first year or two of teaching, they will be matched up with a mentor teacher. In addition, teams of experts will visit novices' classrooms two to three times a year to assess their on-the-job performance.

The combination of classroom evaluations and semi-structured interviews will help determine whether a person can continue teaching in the state, Mr. Tirozzi said.

In California, Ms. Wagner said, the new assessments are also part of a much larger effort to reform the teaching profession, including giving colleges and universities greater flexibility in the design of teacher-education programs.